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SPECIAL REPORT

ON

THE SYSTEM OF EDUCATION

IN

QUEENSLAND.

(Sectional Reprint from Vol. V. of "Special Reports on Educational Subjects.")



LONDON:

PRINTED FOR HIS MAJESTY'S STATIONERY OFFICE,
BY WYMAN AND SONS, LIMITED, FETTER LANE, E.C.

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INTRODUCTORY NOTE.

The following Report is reprinted from Vol. V. of "Special Reports on Educational Subjects," published in April, 1901. In response to an invitation from the Lords of Committee of Council on Education, transmitted in 1897 by the Secretary of State for the Colonies, it was prepared by Mr. J. G. Anderson, M.A., Under-Secretary for Public Instruction, Queensland.

Before publication supplementary notes were added and more recent statistics inserted by the Special Inquiries Section of the Board of Education. It has not been found practicable to alter the paging, which has reference to the volume in which the Report originally appeared.

The contents-tables and prices of the volumes of "Special Reports on Educational Subjects," already published, will be found at the end.

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August, 1901

THE SYSTEM OF EDUCATION IN QUEENSLAND.

I. PRIMARY EDUCATION.

Board of Education	- - - - -	411
Department of Public Instruction	- - - - -	413
Administrative Staff	- - - - -	415
School Committees	- - - - -	415
Number of Schools in Operation	- - - - -	416
Attendance of Children	- - - - -	416
Finance	- - - - -	416
School Sites	- - - - -	417
Private Schools	- - - - -	418
Inspection	- - - - -	418
Singing, Drawing, Domestic Economy and Cookery	- - - - -	419
State School Cadet Corps	- - - - -	419
Religious Instruction	- - - - -	419
Classification and Promotion of Teachers	- - - - -	420
Pupil Teachers	- - - - -	421
Classification and Staffing of Schools	- - - - -	422
Emoluments of Teachers	- - - - -	423
Number of Teachers Employed	- - - - -	424
Pensions : leave of absence : retirement	- - - - -	425
Free Meals	- - - - -	425
Continuation Schools and Classes	- - - - -	425

II. SECONDARY AND HIGHER EDUCATION.

Grammar Schools	- - - - -	425
Scholarships and Exhibitions	- - - - -	426
University Education	- - - - -	430
University Extension	- - - - -	431
Sydney University Senior and Junior Examination	- - - - -	431

III. TECHNICAL AND AGRICULTURAL EDUCATION - 431

IV. INDUSTRIAL AND REFORMATORY SCHOOLS - 433

V. INSTITUTION FOR THE DEAF AND DUMB AND THE BLIND - 434

VI. ORPHANAGES - 434

SUPPLEMENTARY NOTES - 436

APPENDICES.

A. Course of Instruction in Queensland Schools	- - - - -	439
B. Establishment and Maintenance of Schools	- - - - -	442
C. Comparative View of Primary School Operations, 1876-1899	444-5	

THE SYSTEM OF EDUCATION IN QUEENSLAND.*

Queensland occupies the north-eastern portion of the continent of Australia and contains an area of 668,497 square miles. From the year 1788 to the 10th of December, 1859, the territory formed part of the Crown Colony of New South Wales. On the latter date the whole of New South Wales north of Point Danger was proclaimed an autonomous Colony under the name of Queensland. When the Colony was founded the population was about 23,450; on the 31st of December, 1899, it was estimated at 512,604.

I. PRIMARY EDUCATION.

From the 10th of December, 1859, to the 30th of September, 1860, primary education in Queensland was under the control of a Board of National Education appointed by the Governor in Council. When the Board took office there were only two national schools in the Colony. The system of primary education obtaining in New South Wales was continued; but as the Government considered it expedient to make further and better provision for the establishment and maintenance of schools and for the promotion of primary education in their province the subject of education was one of the earliest matters which received the consideration of the first Parliament of Queensland, and on the 7th of September, 1860, an Act to provide for Primary Education in Queensland was passed. The object of the measure was to provide primary education under one general and comprehensive system, and to afford facilities to persons of all denominations for the education of their children in the same school without prejudice to their religious beliefs.

The Act provided for the appointment of five persons to be called the "Board of General Education" a Minister of the Crown to be *ex officio* Chairman of the Board in addition to the five members appointed. The Board was constituted a body politic and corporate and could sue and be sued at law and in equity. The duties of the Board were to superintend the formation and management of primary schools within the Colony of Queensland and to administer such sums of money as might in any manner be or become disposable by them on account of primary education as provided in the Act. The scheme was framed on the general principles of the national system in operation in Ireland.

Schools were divided into two classes—Vested and Non-vested.

* This report was prepared by Mr. Anderson in 1898. Where possible, the figures for 1897 originally given have been replaced by the corresponding figures for 1899, taken from the *Report of the Secretary for Public Instruction*, issued in 1900.

The vested schools were unsectarian in character. They were controlled by the Board, and the school buildings and lands were vested in the same body. From 1860 to July, 1873, the extent of the aid afforded by the Board towards the cost of the school buildings, furniture and apparatus was an amount equal to the sum raised by local contributions, but, in special cases where there was an inability to raise a sufficient sum locally, the Board granted two-thirds of the whole cost. The Board also granted two-thirds of the cost of keeping school buildings and teacher's residences in repair. From July, 1873, to December, 1875, the Board granted an amount equal to twice the sum raised by local contributions; but in special cases they allowed at their discretion any further part of the whole cost. The grant towards repairs was unchanged. The Board appointed the teachers, whose salaries were supplemented by school fees, ranging from 6d. to 1s. 6d. per week for each scholar according to his standard in the school work. School fees were abolished from the 1st of January, 1870, the teachers receiving an addition to their salaries by way of compensation; and since that date primary State education in Queensland has been given without charging fees.

The scale of salaries was as follows:—

CLASSIFIED TEACHERS

Masters.

Salaries (exclusive of house rent and school fees).

Section.					
Class I	A.	...	...	...	£200 per annum.
	B.	...	...	...	£180 per annum.
Class II	A.	...	...	...	£150 per annum.
	B.	...	...	...	£130 per annum.
Class III	A.	...	...	...	£110 per annum.
	B.	...	...	...	£100 per annum.

Mistresses.

Salaries (exclusive of school fees but including house rent.)

Section.					
Class I	A.	...	...	...	£170 per annum.
	B.	...	...	...	£150 per annum.
Class II	A.	...	...	...	£125 per annum.
	B.	...	...	...	£110 per annum.
Class III	A.	...	...	...	£ 90 per annum.
	B.	...	...	...	£ 80 per annum.

Assistant Teachers.

1st Class (with rank as teachers of Class II.,

Section A)...	...	Males, £150 per annum.
		Females, £100 per annum.

2nd Class (with rank as teachers of Class III.,

Section A)...	...	Males, £110 per annum.
		Females, £ 80 per annum.

3rd Class

...	...	...	Males, £100 per annum.
			Females, £ 60 per annum.

Unclassified Junior Assistants. Males, £ 85 per annum.
Females, £ 60 per annum.

Pupil Teachers.

	Males.		Females.
1st year	... £30 per annum.	...	£20 per annum.
2nd year	... £35 per annum.	...	£24 per annum.
3rd year	... £45 per annum.	...	£30 per annum.
4th year	... £60 per annum.	...	£40 per annum.

After the abolition of school fees an allowance of £1 for each pupil in average attendance was paid in lieu of the fees. Head teachers of schools for boys or of mixed schools received an allowance at the rate of £1 per annum for every pupil in average attendance up to 70. For all over 70 and up to 140 the head teacher received half of the above rate, the other half being paid to the first assistant; when the attendance exceeded 140 the head teacher was entitled to one-third of the allowance, the remaining two-thirds being apportioned among the assistants. Female teachers, whether head or assistant, received two-thirds and teachers of infants one-half of the above rates.

In 1873 in view of the difficulty of obtaining the services of a sufficient number of male pupil teachers, the rate of salary for these was raised to £40 per annum for the first year, with an increase of £5, £10, and £15 for the second, third, and fourth years respectively, making the salary £70 for the last year of the pupil teachers' course. The salaries of female pupil teachers remained without change.

The non-vested schools in every case were connected either with the Anglican or the Roman Catholic Church, and the buildings were provided and the teachers were appointed by the authorities of those religious bodies. The usual routine of a vested school was to be observed in a non-vested school, but religious doctrine could be taught, either by the teachers or by the ministers of the church to which the school belonged, provided that such religious instruction was imparted before or after the hours set apart for the ordinary instruction.

The aid granted to non-vested schools consisted of salaries to the teachers and a supply of books. The teachers were subject to the Board's approval of their qualifications, and the schools were inspected by the Government officers. An average attendance of at least thirty children was required.

In 1860 when the "Board of General Education" was created there were four National schools in operation and the aggregate attendance was 493. Ten teachers were employed, and the total expenditure for all purposes in that year was £1,615 2s. 3d. On the 31st of December, 1875, when administration by a Board was superseded by that of a Cabinet Minister, there were 230 schools in operation, the aggregate attendance being 33,643, and the average 16,887. At that time the total number of teachers employed was 595, and the total expenditure for all purposes for the year was £83,219 14s. 9d. The whole amount expended by the Board from its creation to its abolition was £434,966 1s.

The Education Act of 1860 was superseded by the "State Education Act of 1875" which came into operation on the 1st of January, 1876, and is still in force. The new Act provided that the whole system of public instruction in Queensland, formerly

administered by the Board of General Education, should be transferred to a department of the public service to be called the Department of Public Instruction, to be administered by a responsible Minister of the Crown to be called the Secretary for Public Instruction. State aid to non-vested schools was withdrawn from the 31st of December, 1880. The other main provisions of the Act are to the following effect:—

(1) There shall be two classes of schools, State Schools and Provisional Schools; State Schools to include schools conducted in buildings erected upon land vested in the Department of Public Instruction; Provisional Schools to be schools in which temporary provision is made for the primary instruction of children. In places where the population is scattered, and it is impossible to assemble in one place a sufficient number of children to justify the establishment of a State school or a Provisional school, the Act empowers the Department to employ itinerant teachers whose duty it shall be to travel from place to place and give such instruction in such manner, and at such times as shall be determined by the Minister. Up to the present time it has not been found possible to give effect to this provision, and the efforts of the Department to get the parents to co-operate and form centres where the children might be assembled for instruction have failed. The difficulty of providing education in isolated localities has been partially met by establishing pairs of half-time schools, each school having an attendance of at least six children. Each pair is conducted by one teacher, and school is held on alternate days or weeks as may suit local circumstances.

(2) One-fifth of the cost of State school buildings shall be provided by local voluntary contributions, the remaining expense being borne by the Department.

(3) Secular instruction only shall be given and by the teachers.

(4) The whole cost of the instruction in primary schools shall be defrayed by the State, and no fees shall be charged to any child attending the same.

(5) The subjects of instruction shall be Reading, Writing, Arithmetic, English Grammar, Geography, History, Elementary Mechanics, Object Lessons, Drill and Gymnastics, Vocal Music, and (in the case of girls) Sewing and Needlework. In 1894 Drawing was added to the curriculum, and on 15th December, 1897, an amending Act of Parliament was assented to empowering the Governor in Council by regulation from time to time to prescribe that one or more of the subjects specified in the principal Act may be omitted from the curriculum in schools where there is only one teacher employed, and that any other subjects of secular instruction in addition to those specified in the principal Act may be taught in primary schools. Under the provisions of the amending Act the range of subjects has been enlarged. The present programme of instruction for the six classes in a primary State school is quoted in Appendix A to this report.

(6) The Governor in Council may constitute and define school districts containing one or more primary schools, and may appoint in each such district a school board, which shall consist of not

less than five nor more than seven persons. The Board may hold office for a period of three years.

(7) The parent of every child of not less than six nor more than twelve years of age, shall, unless there be some valid excuse, cause such child to attend a State school for sixty days at least in each half-year.

Any of the following reasons shall be deemed a valid excuse:—

- (a) That the child is under efficient instruction in some other manner.
- (b) That the child has been prevented from attending school by sickness, fear of infection, temporary or permanent infirmity, or any unavoidable cause.
- (c) That there is no State school which the child can attend within a distance of two miles, measured according to the nearest road ordinarily used in travelling from the residence of such child.
- (d) That the child has been educated up to the standard of education.

Any parent who neglects to send his child to school shall, on conviction, be liable to a fine not exceeding twenty shillings or seven days' imprisonment for a first offence, and to a fine of five pounds or thirty days' imprisonment for a second or subsequent offence. No prosecution shall be instituted without the express direction of the Minister testified under his hand and the seal of the corporation, and the compulsory provisions of the Act shall only be in force in such districts as the Governor in Council may from time to time declare by proclamation. Up to this time no district has ever been proclaimed, and the compulsory clauses have never been put in force.

On the 1st of January, 1898, the administrative staff of the Department consisted of the Secretary for Public Instruction, the Under Secretary (the permanent head), Chief Clerk, Registrar, Accountant, and eleven clerks.

Administra-
tive Staff.

The Minister appoints a school committee for each school to advise and assist him in matters relating thereto reserving to himself the power of controlling through his officers the professional management of the schools. State school committees ordinarily consist of not less than five members, but provisional school committees need not include more than three members. In the case of new schools the committee is nominated by the subscribers to the building fund, and in the case of schools already established by a majority of the parents attending the school. Any adult person of either sex, whether a parent or not, is eligible for appointment as a member of a school committee. Committees hold office for three years, and retiring members are eligible for re-election.

School Com-
mittees.

The principal duties of a school committee are:—

- (1) To take care that the school buildings are not used for any unauthorised purpose:
- (2) To observe and report upon the state of the school buildings and premises, and to supervise the execution of such improvements as the Minister may authorise them to carry out:

- (3) To inspect periodically the school registers and records :
- (4) To use their influence with parents to induce them to send their children regularly to school :
- (5) To report the conduct of the teachers to the Minister when they are in fault, and to protect them from vexatious and frivolous complaints :
- (6) To correspond with the Minister, through their secretary, on subjects connected with the school, and make suggestions that may be considered beneficial :
- (7) To assist in supervising local examinations where assistance may be necessary.

Number of
Schools in
Operation.

At the end of 1899 there were in operation 884 schools, comprising 412 State and 469 provisional together with three special schools for aboriginals. There was a net increase of 51 schools for the year. Twenty-two provincial schools are worked on the half-time system.

The regulations provide for a State school being established when a permanent daily average attendance of 30 pupils is assured ; but in 1899, omitting places where the establishment of a State school has been approved, or respecting which action is pending, no less than 36 of the provisional schools had an average daily attendance for the year sufficient to justify the establishment of a State school. The difficulty which the promoters of schools find in raising one-fifth of the cost of State school buildings largely explains the delay in substituting State schools for overgrown provisional schools.

Attendance
of Children.

For 1899 the gross enrolment was 88,072 in the State schools, and 15,472 in the provisional schools, making a total of 103,544. The net enrolment (or number of distinct children on the rolls) was 92,120. The average daily attendance was 53,604 in the State schools and 9,529 in the provisional schools—total 63,133. A total of 1,817 children (1,040 boys and 777 girls), between the ages of six and fifteen, who, though living within reach of a school, were reported to be not educated up to the standard of education and not attending any school. Of those 1,100 were between the ages of six and twelve and 717 were over twelve.

The number of children reported as not attending school the minimum number of days required by the Education Act—that is to say, 60 days in the half-year—was 10,816 in the half-year ending June, and 9,377 in the half-year ending December.

Finance.

In 1899 the total sum spent on education was £262,126 14s. 8d., apportioned as follows:—

Primary Education, including expenditure			
on buildings	...	...	£236,418 15 10
Scholarships and Exhibitions...	...	...	3,747 11 0
Endowments to Grammar Schools	...	...	10,000 0 0
Museum and Technical Education	...	...	9,129 13 2
Schools of Arts Grants in aid	...	...	2,830 14 8
			<hr/>
			£262,126 14 8

The cost of administration was £5,056 8s. 1d., or about 1·9 per cent. of the gross departmental expenditure. The cost of inspection was £7,037 19s. 8d., or a little under 2·7 per cent. of the expenditure on primary education alone. In State and provisional

schools the average cost per head based on the average daily attendance was £3 14s. 10 $\frac{3}{4}$ d. In the case of State schools local contributions to the extent of one-fifth of the cost are required towards surveying, purchasing and clearing the site; erecting school and teacher's residence, closets, playshed, and fencing; and providing furniture and tanks, additions and alterations rendered necessary by increased attendance; and enlarging the teacher's residence. Local contributions to the extent of at least one half of the cost are required for gymnasium and gymnastic apparatus, school bells, tree planting, gravelling playgrounds, school cabinets for holding specimens of manufactures or natural objects, book-cases for school libraries, and clearing playgrounds of weeds or of a second growth of timber. In no case does the Department supplement local contributions towards the cost of the foregoing unless the Minister's approval has first been obtained.

The Department may contribute towards the cost of provisional school buildings, and of providing the necessary furniture, tanks, closets, and fencing, not more than one-half of the total cost, and not more than £50. Particulars in regard to the payment will be seen in Appendix B.

The cost of the ordinary maintenance and repairs of State school buildings is defrayed wholly by the Department, but provisional schools must be kept in good repair by the parents of the pupils. Except as above specified, the whole cost of primary education is defrayed by the State. The expenditure on State school buildings during 1899 was £26,463 4s. 0d., and the amount granted in aid of provisional schools was £1,926 6s. 7d. making a total of £28,389 10s. 7d. The amount spent in each previous year can be seen from Appendix C. The local contributions received in 1899 amounted to £5,585 6s. 3d.

Schools are usually built of hardwood, as that is the best material for the climate; and special attention is paid to lighting and ventilation. A few of the oldest schools are of brick or stone. The average cost of a set of State school buildings, including a residence for the teacher, is about £10 for each pupil to be accommodated, allowing eight square feet of floor space for each pupil. A provisional school to accommodate 20 pupils, with furniture and office, but without residence for the teacher, costs about £100. In the far north and west of the Colony building is much more expensive owing to the higher rate of wages and the additional cost of material.

From March, 1879, to the 1st of July, 1893, the erection and maintenance of State school buildings were supervised by a special profession branch of the Department of Public Instruction, but the charge of State school buildings was transferred on the latter date to the Department of Public Works. The administration of vote for school buildings is still controlled by the Minister for Public Instruction.

School sites and reserves are vested in the Secretary for Public Instruction and the title deeds are issued in his name. The sites usually contain an area of from 5 to 10 acres and no area of less than 2 acres is deemed sufficient. When new townships are surveyed five acres of land in a central and suitable position are set apart for school purposes.

School Sites.

**Private
Schools.**

On the 31st of December, 1897, the number of private schools (including church schools) in the Colony was 173, comprised as follows:—For boys 18; for girls 18; mixed 137. The number of teachers employed was 537, viz., 85 males and 452 females. The average attendance of pupils was, males 4,547; females 6,151; total 10,698. Of these schools 66 were in the metropolis. Private schools are not endowed by the State and are not in any way subject to its control; and many of them are maintained by the Anglican and Roman Catholic Churches. Though not receiving pecuniary aid, private schools are accorded the privilege of inspection by the Government inspectors if it is desired by the promoters, and the pupils of all schools subjected to inspection are allowed to compete for State scholarships and bursaries.

Inspection.

There are twelve inspectors, viz.:—the General Inspector, and eleven district inspectors. The General Inspector's duties confine him mainly to the office, though he is enabled from time to time to make tours of inspection, when his duties in the office are performed by the senior district inspector.

For the purposes of inspection the Colony is divided into ten school districts, each being under the supervision of an inspector. The inspectors are not changed from one district to another at fixed intervals, but retirement of officers or additional appointments occasionally render a rearrangement of districts necessary.

The principal duties of the inspector are:—To inspect at least once in every calendar year all the schools within his district, and to examine the pupils according to the course of instruction and standards of proficiency laid down in the regulations; to report to the Under Secretary on the prescribed form the results of his inspection and examination of schools; to make second inspections to such extent as circumstances will permit, referring to the general working of the schools and the methods of instruction rather than to the proficiency of the pupils; to make inquiry into applications for the establishment of new schools; to investigate, when required, complaints against teachers, and to prepare questions for the examination of teachers and to examine and value the worked papers.

In his first report of inspection in any year, the inspector is required to furnish information on the following points in regard to each school:—

Material Organisation. — Accommodation, furniture and appliances, cleanliness of premises, disposal of the materials for instruction, requirements.

Records.—How they are kept.

Attendance.—Quantity, quality, and punctuality.

Routine.—Suitableness of the time-tables; how the school is worked; the distribution of the staff.

Classification.—How the average age stands as compared with the standard; whether the work done is consistent with the half-yearly programmes; state of the classification as regards number and size of the classes.

Methods.—Kind of methods employed in teaching; whether they are applied with skill and energy.

Proficiency.—Whether the quantity of work attempted is satis-

factory; degree of average proficiency in the subjects taught as regards mechanical and intellectual work.

Progress.—What progress the pupils may be regarded as having made.

General Condition.—Whether the general condition may be regarded as satisfactory or otherwise.

Teaching Staff.—Sufficiency in regard to numbers and personal qualifications.

The inspectors furnish annual general reports, and these are published yearly as appendices to the Annual Report of the Secretary for Public Instruction submitted to Parliament.

Singing (vocal music), drawing, drill, gymnastics, and physical exercises, form part of the school curriculum and the standards are set forth in Appendix A hereto. These subjects are taught by the ordinary teaching staff and special instructors are not employed. Domestic Economy is taught in schools for girls and for girls and infants only. Lessons in Cookery have not yet been introduced into any of the public schools.

Singing,
Drawing,
Domestic
Economy,
and Cookery.

In order that teachers might be able efficiently to instruct the pupils in drill and physical exercises a qualified drill instructor formerly in the service of the Queensland Defence Force was employed by the Department of Public Instruction, from the 1st of December, 1891, to the 30th June, 1893, to instruct the teachers. He held drill classes in all the principal towns of the Colony and the male teachers went through a course of instruction in Parts I. and II., "Infantry Drill, 1889" (revised)—physical drill with and without arms receiving special attention—and some of the simpler movements in Battalion Drill, Part III. Infantry Drill. Classes for the instruction of the female teachers in the "Physical Training" exercises were also held where practicable.

In 1897 a Manual of School Drill was specially prepared by the Department and issued to teachers in Public schools for their information and guidance. The text book was mainly compiled from the latest authorised book on Infantry Drill.

Cadet Corps in connection with three of the State schools in Brisbane have recently been formed. Each Company is of the full strength of 80 members, which is the limit. The Captain of each company is a member of the teaching staff, and all the other officers and non-commissioned officers are pupils of the school. The Cadet Corps is attached to the Queensland Teachers' Volunteer Corps. A drill instructor is provided by the Defence Force, and two hours a week are given to drill, of which one hour is school time. An annual capitation allowance of £1 will be granted from the Parliamentary vote for the Defence Force to cover expenses.

State School
Cadet Corps.

It is expected that the Corps already established in the capital will be followed by similar corps in the chief centres of population.

No religious instruction may be given in school during school hours, but the Education Act provides that school buildings may be used for the purpose of giving religious instruction to the children out of school hours, subject to the following conditions:—

Religious
Instruction.

"Applications from Ministers of religion or other persons desirous of giving religious instruction to the children in the school buildings, out of school hours, must be made to the Minister through the head teacher in the form set forth in Schedule II., or to the like effect. A notice specifying the intention of the applicant must be affixed to the door of the school for one week prior to the forwarding of the application.

"Applicants must be officiating ministers of religion, or be recommended by persons who so officiate.

"Every reasonable facility will be afforded by the Minister to applicants, so far as is consistent with a due recognition of the claims of other persons who may also desire to give religious instruction."

Classification
and Promo-
tion of
Teachers.

Classified teachers are appointed by the Governor in Council. All unclassified teachers and pupil teachers are appointed by the Minister.

The following quotations from the Regulations of the Department afford information as to the appointment, classification and emoluments of teachers of all grades:—

"Candidates for admission into the service of the Department as teachers must make application to the Minister in the form prescribed. Teachers are not permitted to officiate as ministers of religion. No person who is not a classified teacher will ordinarily be employed as a head teacher or as an assistant teacher in a State school. There shall be three classes of classified teachers, and three divisions in each class.

"The classification of teachers in the first instance will be based upon:—

- (1) Their classification at the date of these Regulations.
- (2) Their attainments as testified by examinations before examiners appointed by the Minister, and their skill in practical school management; or
- (3) Their attainments as testified by the standards of the examinations which they have passed in the United Kingdom or elsewhere in the British Dominions, and their skill in practical school management.

"On their first admission into the service of the Department, all teachers will be appointed on probation, and will not be classified until an official report on their skill in practical school management has been received.

"The conditions of promotion to a higher class are:—

- (1) That Parliament has appropriated money for any consequent increase of salary;
- (2) That the teacher has passed the examination for admission into the higher class;
- (3) That the teacher has been three years in the highest division of the third class before admission into the second class, and four years in the highest division of the second class before admission into the first class, and that during those periods respectively
 - (a) His work has been satisfactory;
 - (b) He has shown skill in practical school management

sufficient to warrant his admission into the higher class; and

(c) His general conduct has been satisfactory.

The conditions of promotion to a higher division of a class are:—

(1) That Parliament has appropriated money for any consequent increase in salary;

(2) That since the teacher's last promotion in classification a period of three years has elapsed, if he is in the third class, four years if he is in the second class, and five years if he is in the first class; and that during those periods respectively

(a) His work has been satisfactory;

(b) He has shown skill in practical school management sufficient to warrant his admission into the higher division; and

(c) His general conduct has been satisfactory.

"The minister will, at the end of every year, review the status of all classified teachers who are eligible for promotion to a higher grade; and, to assist him in doing so, may appoint a board consisting of the Under Secretary, the General Inspector, and one district inspector selected for that duty from time to time.

"No promotion will be made so as to pass over an intermediate class or a division of a class.

"The Governor in Council may, for inefficiency, gross neglect of duty, or serious misconduct, reduce or cancel a teacher's classification; and a teacher shall have no claim for compensation or damages on account of such reduction or cancellation of classification.

"Teachers of provisional schools are appointed by the Minister. Candidates for employment as provisional school teachers need not be classified teachers; but they will be required, before appointment, to satisfy the Minister that they possess attainments sufficient for the position, and are free from any physical defect likely to impair their efficiency.

"There shall be four classes of pupil-teachers besides pupil-teachers on probation, the first class to be the lowest.

Pupil
Teachers.

"All pupil-teachers will be appointed on probation till the annual examination of teachers next following the date of their appointment. Pupil-teachers so appointed must be not less than fourteen, nor more than seventeen years of age at the end of the year in which they are appointed. They must be of good character and free from any physical defect likely to impair their efficiency as teachers. The period of probation will not be regarded as part of the term of pupilage, and if their work is unsatisfactory during that period, or if they fail to pass the examination at the end of it, their services will not be retained.

"The term of pupilage shall ordinarily extend over four years; but the Minister may in certain cases reduce it to three years by admitting as pupil-teachers of the second class candidates who have passed the examination qualifying for that status, provided that they are not less than fifteen years of age.

"No candidate for employment as pupil-teacher will be admitted to any class higher than the second.

"Promotion to a higher class will be gained by good conduct, by passing the annual examination, and by showing satisfactory and improving skill in teaching.

"They must attend at each annual examination and pass the prescribed examinations in regular order. Those who fail in the examination for any class must present themselves for that examination again, if their services are retained.

"The services of a pupil-teacher who fails to pass an examination may be dispensed with, and those of a pupil-teacher who fails two years in succession will not be retained.

"Pupil-teachers' certificates in a prescribed form must be furnished quarterly to the Department by the head teachers.

"Pupil-teachers are liable to summary dismissal for immoral conduct, insubordination, disobedience, or gross neglect of duty.

"Pupil-teachers may be required by the Minister to attend special classes for their instruction.

"The services of pupil-teachers will cease at the end of their term of pupilage, and their further employment will depend on their qualifications and the requirements of the Department. Those that pass the examination at the end of their pupilage will be noted as eligible for appointment to Provisional schools if they apply for such an appointment.

"There shall be eight classes of State schools, as follows:—

"Class 1, with an average attendance of over 800 pupils.			
" 2,	"	"	601 to 800 pupils inclusive.
" 3,	"	"	401 to 600 " "
" 4,	"	"	281 to 400 " "
" 5,	"	"	161 to 280 " "
" 6,	"	"	81 to 160 " "
" 7,	"	"	41 to 80 " "
" 8,	"	"	30 to 40 " "

"Schools will be classified on the first day of January in each year on the average attendance during the preceding year. For the purpose of determining the classification of a school, the aggregate attendance for the preceding twelve months will be divided by the number of calendar school days remaining after deducting those on which the school was closed by proper authority.

"Teaching staffs will be allotted on the following basis:—

To schools of Class 8—one teacher.

"	"	"	7—not more than two teachers.
"	"	"	6—not more than one teacher for each 35 pupils in average attendance.
"	"	"	5—not more than one teacher for each 35 pupils in average attendance.
"	"	"	4—not more than one teacher for each 40 pupils in average attendance.
"	"	"	3—not more than one teacher for each 40 pupils in average attendance.

"To schools of Class 2—not more than one teacher for each
45 pupils in average attendance.

" " " " 1—not more than one teacher for each
45 pupils in average attendance.

"The word 'teacher' includes pupil-teacher, or pupil-teacher on probation; and two-thirds of the whole staff may be pupil-teachers.

"The annual salaries of classified assistant teachers shall be as follows (see also *Supplementary Note*):—

Emoluments
of Teachers.

Classification of Teacher.			Males.		Females.
Class I.	Div. 1	.....	£204	...	£180
"	" 2	.....	192	...	168
"	" 3	.....	180	...	156
Class II.	Div. 1	.....	168	...	138
"	" 2	.....	156	...	126
"	" 3	.....	144	...	114
Class III.	Div. 1	.....	126	...	96
"	" 2	.....	114	...	84
"	" 3	.....	102	...	72

"Married men in charge of State schools will be provided with residences, or will be granted allowances for rent.

"The annual salaries of classified head teachers shall be according to the following scale:—

	Class of School.							
	1	2	3	4	5	6	7	8
	£	£	£	£	£	£	£	£
Males ...	450	400	360	320	280	240	200	160
Females	360	320	280	240	200	160	130	110

"Salaries in the following cases will be determined by the Minister:—

- (1) Unclassified teachers;
- (2) Teachers holding temporary appointments;
- (3) Teachers' wives acting as assistants to their husbands; and
- (4) Teachers of State schools which, by reason of diminished attendance, have fallen below class 8.

"The annual salaries of teachers in Provisional schools shall be according to the following scale:—

"For a teacher in charge of a Provisional school with an average attendance of—

	Males.		Females.
Over 20 pupils	£100	...	£80
From 12 to 20 pupils ...	90	...	70

"When the average attendance at a Provisional school exceeds 30, or falls below 12, the salary will be determined by the Minister.

“The salaries of pupil-teachers shall be as follows:—

	Males.	Females.
On probation	£20 per annum	£12 per annum.
1st Class	£30 ” ”	£20 ” ”
2nd ”	£40 ” ”	£25 ” ”
3rd ”	£50 ” ”	£35 ” ”
4th ”	£65 ” ”	£50 ” ”

“A fee at the rate of five pounds per annum for the period of instruction will be paid for every pupil-teacher trained in a school who passes the annual examination. If the pupil-teacher has been trained by one teacher only, assistant or otherwise, the whole amount of the fee will be paid to such teacher; if he has been trained by more than one, the fee will be divided amongst them in proportion to the amount of time each teacher has given to the work.

“An allowance may be made to teachers in remote parts of the colony on account of the increased cost of living.

“An allowance at the rate of six shillings per annum, to defray cost of postage, will be made to the head teachers of all schools.

“Teachers are required to keep the school buildings clean, and for this purpose will receive from the Department an allowance on the following scale:—

	£2 per annum.
For Provisional schools	4 ” ”
For State schools of Class 8	6 ” ”
” ” ” ” ” 7	8 ” ”
” ” ” ” ” 6	

“For State schools with attendance above 160 the actual expenses will be allowed, but the rate of payment must be approved by the Minister.”

Number of
Teachers em-
ployed.

At the end of 1899 the total number of teachers was 1,961. The tabular statement following gives the numbers in detail:—

Status of Teachers.	1899.		
	Males.	Females.	Total.
Classified	491	416	907
Unclassified	223	289	512
Pupil-teachers	214	328	542
Totals	928	1,033	1,961

The average number of pupils taught by each teacher was 35·6 in the State schools, 21 in the Provisional schools, and 32·2 for all schools.

The number of classified teachers in each rank and the number of pupil-teachers in each class are shown in the condensed statement below:—

SEX.	CLASSIFIED TEACHERS.				PUPIL-TEACHERS.					
	Class I.	Class II.	Class III.	Total	Fourth Class (Highest)	Third Class.	Second Class.	First Class.	On Probation.	Total
Male	20	193	278	491	28	51	30	39	66	214
Female	1	49	366	416	38	85	76	60	69	328
TOTALS	21	242	644	907	66	136	106	99	135	542

No provision is made for pensions for teachers and in this respect they are on the same footing as other officers of the Public Service.

Pensions.

Under the Public Service Act of 1896 the Governor in Council may, upon the recommendation of the Public Service Board, grant to any officer of ten years' continuous service leave of absence for a period not exceeding six months on half salary, or three months on full salary; or to any officer of fifteen years' continuous service nine months on half salary or four and a half months on full salary; or to any officer of twenty years' service twelve months on half salary or six months on full salary.

Leave of Absence.

The same Act provides that every officer on attaining the full age of sixty-five years shall retire from the Service, but the Governor in Council may, on the recommendation of the Public Service Board, request such officer, notwithstanding his age, to continue to perform his duty.

Retirement.

The foregoing provisions as to leave of absence and retirement apply to all classified teachers.

It has not been found necessary for the State to make any provision for free meals for needy scholars, as the children are well-cared for and supplied with sufficient food by their parents or guardians.

Free Meals.

The Education Act empowers the Secretary for Public Instruction to make provision for the establishment of night schools, but the Minister has not found it expedient to organize a system of those schools. Teachers are allowed, with the sanction of the Minister first obtained, to give instruction out of school hours, in extra subjects to pupils who are desirous of such instruction, and to charge a fee for the tuition. Teachers also, on application, are granted permission to hold night classes for adults and for young people who have left school and desire to continue their education.

Continuation Schools and Classes.

II.—SECONDARY AND HIGHER EDUCATION.

(a) Grammar Schools.

The first Government of Queensland in the first session of Parliament, 1860, introduced a Bill to provide for the establishment of public grammar schools in the Colony. The measure was assented to on the 7th of September, 1860. Under the pro-

visions of this Act a grammar school may be established in any locality where a sum of not less than one thousand pounds has been raised locally for the purpose by donation or subscription, and the Governor in Council may grant a subsidy not exceeding in the whole twice the amount so raised, such amount to be devoted towards the erection of school buildings and a residence for the head master. The site for the school and the plans and specifications for the buildings must be approved by the Governor in Council. Each Grammar school is governed by a Board of seven trustees appointed by the Government, and of these four are nominated by the Government and the others by a majority of the subscribers to the funds. The trustees hold office for three years and are eligible for re-election. They are empowered to make regulations for the filling of all vacancies that may occur in their number for the unexpired portion of the term of office, for the determination of fees to be paid by the scholars, for the salaries to be paid to the teachers, and generally for the management, good government and discipline of the school. All such regulations are subject to the approval of the Governor in Council.

An amending Act was passed in 1864 which provides that whenever the sum received in any district for the purpose of establishing a Grammar school amounts to not less than two thousand pounds and fees to the amount of five hundred pounds per annum have been promised by responsible persons for a period of three years, the Governor in Council may grant a sum not exceeding in the whole £1,000 per annum towards the stipend of the teachers and all incidental and necessary current expenditure. The original Act provides for an endowment by way of land in the school district, the grant not to exceed the value of £2,000.

There are ten Grammar schools in Queensland, six for boys and four for girls. Separate schools for boys and girls have been established at Brisbane, Ipswich, Maryborough and Rockhampton; and schools for boys at Toowoomba and Townsville. The school for boys at Ipswich which was opened in 1863 was the first Grammar school in the Colony.

Endowment at the rate of £1,000 per annum is paid by the State to each Grammar school making a total annual endowment of £10,000 per annum to the Grammar schools. The aid granted by the Government since the passing of the Act to the 31st December, 1899, has reached a total of £256,535 9s. 11d. Of that amount £13,500 represents special loans and is being repaid by half-yearly instalments of principal with interest.

In 1897 the number of permanent teachers employed in the Grammar schools was 50, and the number of visiting teachers was 17. The aggregate number of scholars on the rolls was 848, and the average daily attendance was 753.

The accounts of the various Grammar schools are audited yearly by the State Audit Inspectors; but the schools are not otherwise subjected to examination or inspection by the Government.

(b) Scholarships and Exhibitions.

The Education Act of 1860 permitted the Board of General

Education to set apart from the funds at their disposal a proportion not exceeding five per cent. upon the whole annual amount for the purpose of granting exhibitions at some one or other of the Grammar schools of the Colony to such scholars in any primary schools as were proved by competitive examination to be entitled thereto. On the 7th of April 1864 the Board of Education gave effect to the provision by granting five scholarships of the value of £20 each available at the Ipswich Grammar School. Five boys received scholarships in 1865, and seven others in subsequent years, but regular competitive examinations were not introduced until the year 1873. At different times the scholarships have varied in number, value, and duration. Those first granted were tenable for one year only, and from 1867 until 1874 their value did not exceed the amount of the tuition fees charged by the Grammar schools. Since the beginning of 1874 the scholarships have been tenable for three years. In view of the small number of pupils of country schools that came forward as candidates it was resolved by the Board of Education that from the first of January 1874 the value of a scholarship should be £50 per annum, the difference between that amount and the Grammar school tuition fee (sixteen guineas a year) being intended to assist in defraying the cost of residence. From the first of January 1876 (when the present Education Act came into force) the benefits of a scholarship have been restricted to free education at a Grammar school for three years during good behaviour and the pleasure of Parliament. The scholarships granted by the Department of Public Instruction have varied in number according to the circumstances of the Colony from 50 for boys and 10 for girls in 1876, to 96 for boys and 32 for girls in 1897.

Prior to the first of January, 1895, successful candidates could elect to attend any Grammar school endowed by the State, but with a view to extend the advantages of Secondary Education without additional cost to the country, and to prevent an inequitable apportionment of the Vote for scholarships to any particular school, the Government introduced certain changes in the conditions of the scholarships, whereby a fixed number was allotted to each Grammar school according to the population of the district. The holders of scholarships were required to attend the school nearest to their homes, and for half of the scholarships so allotted payment of school fees was made in full, while for an equal number no fees were paid. That system was in vogue during the three years 1895 to 1897, but Parliament having expressed disapproval of the system, a new scheme came into force on the first of January, 1898, under which the Government may grant (a) 36 Scholarships to Grammar schools, three-fourths being open to boys, and one-fourth to girls; (b) eight State school bursaries to Grammar schools, six being open to boys, and two to girls; and (c) four State bursaries to the Queensland Agricultural College.

The principal conditions of the competition are as follows:—

Subject to appropriation by Parliament of funds for the purpose, and to the following conditions, the Governor in Council may

annually grant Scholarships to Grammar schools, and Bursaries to Grammar schools and to the Queensland Agricultural College. The awards to be based on written competitive examinations.

State Scholarships to Grammar Schools.

The Scholarships will entitle the holders to free education at a Grammar school established under the "Grammar Schools Act, 1860," or other Act of the Legislature, and will be tenable during good behaviour and the pleasure of Parliament for a period of three years. Candidates must be children who will not attain the age of fourteen years till after the thirty-first day of December in the year of examination, who have been in fairly regular attendance for the previous six months at a school inspected by the officers of the Department, and who have been in attendance at such school for eighteen months, or such shorter period as may, in special cases, be approved by the Minister. Candidates will be examined in grammar, arithmetic, and geography according to the course of instruction prescribed in the Regulations, up to and including the fifth class.

State School Bursaries to Grammar Schools.

Bursaries to Grammar schools will entitle the holders to free education at a Grammar school established under the "Grammar Schools Act, 1860" or other Act of the Legislature, together with an allowance not exceeding £30 per annum; and will be tenable during good behaviour and the pleasure of Parliament for a period of three years. Candidates must be children who will not attain the age of fourteen years till after the thirty-first day of December in the year of examination, who have not been pupils at a Grammar school within eighteen months of the date of the examination, who have been in fairly regular attendance for the previous six months at a school inspected by the officers of the Department, and who have been in attendance at such a school for eighteen months, or such shorter period as may, in special cases, be approved by the Minister.

Those candidates only who must necessarily board away from home in order to attend a Grammar school will be allowed to compete.

A bursary will not be awarded to any pupil whose parent or guardians are in a position to pay for his education. Candidates will be examined in grammar, arithmetic, and geography, according to the course of instruction prescribed in Regulations, up to and including the fifth class.

State Bursaries to the Queensland Agricultural College.

The number of State Bursaries to the Queensland Agricultural College shall not exceed four, and will be open to males only who have resided in the Colony for the two years immediately preceding the examination, or whose parents have resided in the Colony for the three years immediately preceding the examination.

State Bursaries to the Agricultural College will entitle the holders to free board and instruction as resident students, and will be tenable during good behaviour and the pleasure of Parliament for a period of three years.

Candidates must be not less than sixteen nor more than eighteen years of age on the thirty-first day of December in the year of examination. The Candidate must apply to the Under

Secretary for permission to be examined on or before the first day of November in the year of examination, and with his application he must forward—(a) A certificate attesting the date of birth; (b) a certificate from a magistrate that he has resided in the Colony for the two years immediately preceding the examination, or that his parents have resided in the Colony for the three years immediately preceding the examination; (c) a medical certificate that he is of sound constitution and in good health.

Candidates will be examined to the extent prescribed in the Regulations up to and including the sixth class, in reading, writing, arithmetic, English composition, geography, mechanics and drawing to scale.

Three Exhibitions to Universities are granted annually by the Government. The first examination was held in December, 1878. The Exhibitions are each of the annual value of £100 and are tenable for three years, so that they cost the State £900 a year.

Exhibitions to Universities.

The subjects of examination are as follows:—

English	...	...	...	...	200 marks.
Latin (prescribed book)	...	...	...	...	200 „
Latin (unseen)	...	...	...	...	300 „
Greek (prescribed book)	...	...	...	...	200 „
Greek (unseen)	...	...	...	...	300 „
Mathematics, including Algebra, Geometry, Trigonometry, and Mechanics	...	...	...	...	900 „
French or German	...	...	...	...	200 „
History of Europe	...	...	...	...	200 „
Ancient History	...	...	...	...	200 „
Natural Science (one only of the following subjects—viz., Inorganic Chemistry, Physics, Botany, Geology, Zoology, or Physiology)	...	...	...	...	200 „

The examination is open to all students of either sex who will not have attained the age of nineteen years on the thirty-first of December in the year of examination, or who are State scholars under five years' standing, and who have resided in the Colony for the two years immediately preceding the examination, or whose parents have resided in the Colony for the three years immediately preceding the examination.

The amount of each Exhibition is payable upon the condition that the holder thereof proceeds to some University approved by the Governor in Council, and becomes a matriculated student thereof; and payment will be made only during such time as such holder remains in attendance upon lectures in such University as a matriculated student and shows satisfactory diligence and good conduct.

Until 1895 the examination papers were specially prepared by the Professors of the University of Sydney by whom also the worked papers were examined, but in that year and since then the claims of the competitors have been tested by means of the papers set for the Senior examination in connection with the Sydney University. Of the 60 exhibitions granted, 44 have been gained by students who had previously won State Scholarships. The Exhibitions are open to candidates of either sex, but so far only one female has entered. She was successful in obtaining an Exhibition, taking first place amongst the competitors of her year.

As there is no University in Queensland, the Exhibitioners must attend a University beyond the limits of the Colony. The majority have attended the University of Sydney or of Melbourne, the others have chosen either Oxford, Cambridge, or Edinburgh.

The successful candidates have shown by their work that the privileges granted by the Colony have been worthily bestowed and that the advantages of University education, thus conferred on students from Queensland have not been neglected. Many of the Exhibitioners are now holding prominent positions in the Colony.

(c) *University Education.*

In 1870 "An Act to promote Classical and Scientific Education" was passed empowering the Government to make regulations for conducting examinations for matriculation and for degrees in Arts and Sciences in connection with any University in Great Britain or Ireland. Numerous examinations for the degrees of B.A. and LL.B. in connection with the University of London have been conducted by the Department of Public Instruction, the examination papers having been sent out by the University to be answered by candidates in Queensland.

There is as yet no University in Queensland, but the establishment of one is earnestly desired by all those who take an interest in education. It is recognised that the system is incomplete without a University at which those young men and women who desire a complete education may continue their studies without leaving the Colony. Representations having been made to the Government that it was desirable to establish a University in Queensland to promote the advancement of Learning, the effectual teaching of Theoretical and Practical Science and the general advancement and prosperity of the people of Queensland, a Royal Commission consisting of twenty-six gentlemen was appointed in February, 1891, to inquire and report on the best means to be adopted for the purpose of *Establishing and Maintaining a University in Queensland*. The Commissioners, after an exhaustive inquiry, recommended immediate steps being taken towards the foundation of a University, and made many recommendations and suggestions for the establishment and maintenance thereof. The widespread financial distress that visited Queensland, in common with the other Australian colonies, soon after the report was furnished, has probably been the main cause of the delay in giving effect to the recommendation of the Commission.

At the present time fresh public interest is being shown in the question of establishing a University, and early action in that direction has been promised by the Government.

(d) *University Extension.*

A movement for University Extension in Queensland was originated at a meeting of graduates held in Brisbane on the 12th of May, 1893. At a public meeting held on the 30th of May, the desirableness of initiating the movement was affirmed and a large committee was elected. The committee subsequently met and framed a constitution and elected a Council. The committee appointed lecturers, and two courses were begun in Brisbane, and a centre was also started in Ipswich. The Council had meanwhile been affiliated to the University Extension Board of the University of Sydney.

The following table gives approximately the attendance at the classes:—

1893	Brisbane	Two courses	209 students
	Ipswich	One course	50 students
1894	Brisbane	Five courses	260 students
	Ipswich	Two courses	104 students
1895	Brisbane	Five courses	114 students
	Ipswich	One course	35 students
1896	Brisbane	Four courses	130 students
	Ipswich	One course	44 students

(e) *Sydney University Senior and Junior Examination.*

By arrangements made with the authorities of the Sydney University, Queensland students have for many years past been allowed to enter for the Senior and Junior examinations in connection with that University. The examinations are held at various local centres, and are conducted in accordance with the rules of the University. Queensland students largely avail themselves of this privilege.

III. TECHNICAL AND AGRICULTURAL EDUCATION.

A State system of technical education has not yet been initiated in Queensland. Technical Colleges are carried on in connection with Schools of Arts in many of the towns under the control of local Committees by whom regulations are framed and the colleges administered. The aid granted by the State is £1 for every £1 raised locally, but no grant can exceed the amount voted annually by Parliament. For the financial year 1897-8 Parliament voted £1,750 for the metropolitan Technical College and £250 for most of the provincial colleges. The total amount voted for the year is £6,100.

The books and accounts of the colleges are audited by the State audit inspectors.

The following table furnishes the statistics for 1896:—

Name of College.	Number of students attending.	Number of Classes.	Expenditure.
			£ s. d.
Brisbane, North ...	845	51	2,744 3 9
Brisbane, South ...	68	14	136 10 8
Ipswich	131	9	310 13 9
Toowoomba	153	16	533 0 0
Warwick	66	8	125 19 7
Maryborough	151	10	332 17 2
Bundaberg	65	4	91 18 9
Rockhampton	387	11	321 7 11
Townsville	164	7	105 6 4
Mackay	32	5	139 0 3
Charters Towers ...	46	2	40 13 9
Gympie	69	8	77 15 0
Totals.....	2,177	145	4,959 6 11

Queensland Agricultural College.

The Queensland Agricultural College was established by the Government in 1897 and is under the control of the Department of Agriculture. Its primary purpose is the training and education of young men in the art of agriculture and the sciences related thereto. The college is located on the main line of the Southern and Western railway about 58 miles west of Brisbane. The farm consists of 1,692 acres of land which, prior to the improvements instituted by the college, was a virgin forest, except about 600 acres on which the trees had been ringbarked. There are seven buildings, embracing a main college building, three dormitories, accommodating 56 students in all, two residences, and kitchen and dining hall. These buildings are plain, one-storied, wooden structures, planned for the needs of the college and the requirements of the Queensland climate. The cost of the buildings, with furniture and fittings, was £6,225 17s. 7d., and tenders have been accepted for the erection of a chemical laboratory with fittings, at a total cost of £1,013 14s.

The fees are £25 per annum payable half-yearly in advance, and a deposit of £1 as a guarantee against damage of buildings and furniture is required. The fee covers board, washing, room-rent, and lights.

Students study one-half of the time, a day of labour alternating with one of study. The practical work embraces (in addition to the care of live stock and the operations included in tillage and harvesting) fencing, clearing and grubbing, tile-draining, and construction of farm buildings.

Course of Study.

First Year.

Industrial.—Agriculture, Horticulture, Dairying, and Carpentry.

Lectures in Agriculture and Horticulture. Arithmetic, Book-keeping, Chemistry, Drawing, English Composition, and Mensuration.

Second Year.

Industrial. — Agriculture, Horticulture, Dairying Blacksmithing.

Lectures in Agriculture, Horticulture, and Dairying Anatomy and Physiology, Botany, Chemistry Entomology, Geology, Physics, and Surveying.

Third Year.

Industrial.—Special Work.

Lectures in Agriculture. Agricultural Chemistry, Bacteriology, Botany, Landscape Gardening, Meteorology, Mechanics, Veterinary Science, and Zoology.

There are 54 students in attendance at the college at present and fresh students are constantly being enrolled.

The permanent staff consists of

	Salary.
The Principal	£750 per annum.
Agricultural Chemist	300 " "
Assistant Chemist... ..	125 " "
English and Mathematical Master	250 " "
Natural Science Master and Secretary	200 " "
Farm Foreman	156 " "
Horticulturist	130 " "
Superintendent Mechanical Department	156 " "

The total amount provided by Parliament for the Agriculture College for 1897-8 is £5,466.

IV. INDUSTRIAL AND REFORMATORY SCHOOLS.

There are two institutions of this nature, one for boys at Lytton (near Brisbane), and one for girls at Toowoomba.

On the 31st of December, 1897, there were 78 boys at Lytton, and 14 girls in the Toowoomba institution. The majority of the children were under 15 years of age. Neglect of parents and petty larcenies were the causes of the detention of 91·62 per cent. of the inmates.

After the children have served a period of satisfactory probation and training it is often possible to provide them (under proper supervision) with suitable employment in service.

The Industrial and Reformatory Schools are maintained by the State.

V. INSTITUTION FOR THE DEAF AND DUMB AND THE BLIND.

The institution was founded in 1883. It is situate in Brisbane, and is managed by a Committee of ladies and gentlemen appointed annually by the subscribers. The school department, which was opened in 1893, is inspected yearly by one of the State school inspectors. The institution is maintained by means of public subscriptions, interest on legacies, sale of goods, and a Government endowment bearing a certain ratio to the amount raised from other sources.

The State contributed four-fifths of the cost of the erection and furnishing of the school buildings.

The staff consists of the Superintendent and Secretary, Matron, and six Teachers. Members of the medical profession give their services gratuitously.

On the 31st of December, 1897, there were 21 boys and 26 girls in the institution, 17 of these being deaf and dumb and 30 blind. Dormitory accommodation is provided for 60 pupils.

The methods of training adopted are:—

For the Blind: Reading in Braille and Mann types; Taylor's Arithmetic, board and mental; Music: singing, piano, and violin.

The usual raised maps, globes, etc., are also used.

The Deaf and Dumb are taught on the Manual System when they are not capable intellectually of being taught orally. Object lessons, kindergarten, and other helps are used to stimulate the activity of the children.

The State school curriculum is followed as far as possible.

The workshops employ 37 men and 6 women, and a number of blind boys receive instruction daily in some trade.

The principal articles manufactured by the inmates are brooms, mats, halters, baskets, cages, wicker-chairs, mattresses, brushware, etc. A ready sale is found for these articles.

The total amount received during the year ending the 30th June, 1897, was £6,681 14s. 3d., including the Government endowment of £2,942 19s. 6d., and the total expenditure for the same period was £6,539 13s. 5d.

VI. ORPHANAGES.

The Orphanage Branch is a sub-department of the Department of Public Instruction, administered by the Inspector of Orphanages.

There are eight institutions for the protection and care of friendless or neglected children. Three of these, respectively in the Southern, Central, and Northern divisions of the Colony, are directly under Government control, one is under private management, while the remaining four are under the auspices of religious organisations.

The number of children under the control of the Department at the end of 1897 was as follows:—

Boys—842: Girls—774: Total—1,616.*

* The corresponding total in 1899 was 1,644.

Children, who must be under twelve years of age, are usually admitted by the Department on the application of relatives or friends, destitution being the chief ground for the application. All claims for admission are subjected to careful scrutiny. Children committed by magistrates as deserted or neglected by their parents may be sent to an Orphanage if they are considered to be too young for admission to the Reformatory or the Industrial School.

The boarding-out system is largely employed in the Southern and Central divisions of the Colony, with highly satisfactory results. As the success of the system can be secured only by efficient supervision, the work is carried out by an inspector and two assistant inspectors, aided by local committees composed of ladies, and by head teachers of State schools. Children under the age of five years may be adopted. On attaining the age of twelve years, boys are sent out to service, chiefly on farms. The girls receive a year's training in ordinary domestic duties before going out to service at the age of thirteen. At the end of 1897 232 boys and 208 girls were in service. The demand for the services of these children is considerably in excess of the supply. Children adopted, hired-out, or apprenticed are subject to departmental supervision and inspection till boys are 17 and girls 18 years of age, when they are discharged from Government control. The wages of State children are placed to their credit in the Government Savings Bank in the name of the Inspector of Orphanages as trustee. The amount lodged to the credit of the hired-out children during 1897 was £2,326 13s. 11d., the amount standing to the credit of all State children at the end of the year being £12,776 11s. 9d. These moneys are the earnings of the children. Between the time of their discharge from control and the attainment of their majority, the children can draw upon their accounts to the extent of one-fourth of the total sum at their credit; but in all cases at the age of 21 the accounts are transferred to their own names.

At the time of admission parents are called upon to contribute, according to their circumstances, towards the maintenance of their children; and during 1897 the sum of £1,706 5s. 3d. was received from this source. For the same period the total expenditure on account of the Orphanages was £22,181 19s. 8d.

To this report are appended :—

- A. Schedule showing the Course of Instruction in Primary Schools.
- B. The Regulations dealing with the Establishment and Maintenance of Schools.
- C. Statistical Table giving a Comparative View of Primary School Operations from the passing of the "State Education Act of 1875" to the 31st of December, 1899.

J. G. ANDERSON, M.A.,

Under Secretary for Public Instruction
in Queensland.

Department of Public Instruction, 30th June, 1898.

SUPPLEMENTARY NOTES.

The following extracts are taken from the twenty-fourth report of the Secretary for Public Instruction in Queensland, dealing with the year ending 31st December, 1899 :—

EDUCATION OFFICE GAZETTE.

“For some years past the Education Department of more than one of the Southern Colonies have published a monthly gazette, and, recognising the value of these periodicals as a means of conveying useful information to teachers, as well as of reducing the work of the clerical staff, my predecessor, the Hon. D. H. Dalrymple decided to establish an *Education Office Gazette* for Queensland. The first number was issued 1st May, 1899, and the *Gazette* has been published monthly up to the present time. It contains notices of appointments and transfers of teachers, and of the opening of new schools; examiners’ notes on the answering of examination papers; and general instructions to teachers. A part of the paper is devoted to answers to correspondents, to notes and queries, to selected extracts, to reviews of educational works, and to general information of an interesting and useful nature. A copy of each monthly part is forwarded post-free to every school under departmental inspection, and to members of both Houses of Parliament.”

GRANTS TO PROVISIONAL SCHOOLS.

“In compliance with a resolution of the Legislative Assembly, provisional schools, which heretofore had been receiving a subsidy not exceeding £50, and not more than half the cost of new buildings and furniture, were placed on the same footing as State schools in regard to subsidy. By this step the State assumed responsibility for four-fifths of the cost of provisional school buildings and their equipment, without limitation to any prescribed amount.”

TEACHERS’ SALARIES.

“The Legislature approved of a higher scale of payment to male assistant teachers, and the new rates came into force from the 1st of July. According to the old rates, the annual salaries of these teachers rose by eight irregular increments, according to classification, from 102*l.* to 204*l.* The new rates provide eight increases of 20*l.* each, rising from 102*l.* in the lowest class of teacher, to 262*l.* in the highest.”

“Under Regulations which came into force on the 1st of January, 1898, the salary of a head teacher depends upon the class of school to which he is appointed. The classification of a school depends upon the average attendance recorded for the previous year; and a decrease of attendance below a certain fixed number causes a school to fall in classification. To a head

teacher a fall in the classification of his school means a decrease of salary."

AGE OF PUPIL TEACHERS.

"A change was made in the Regulations defining the limit of age for admission as pupil teacher in certain cases. Regulation 39 provided that candidates must not be more than 17 years of age at the end of the year of their admission. It was found that the Regulations excluded from the rank of pupil teacher a very desirable class of candidate, namely, ex-scholarship boys and girls, who, having completed a curriculum of three years at a State grammar school, were too old for admission. By extending the maximum limit of age by one year the service has been opened to numerous candidates, the State reaps the advantage of the training at a grammar school for which it has already paid, and a link has been formed to connect the higher schools with the practical work of primary education. The candidates here referred to are admitted as pupil-teachers of the third class, and thus, after two years' service, become eligible for admission to the ranks of classified teachers.

ACCOMMODATION AND ATTENDANCE.

"During the year 1899 the accommodation in State Schools was increased by 22,880 square feet of floor space. Of this increase an addition of 15,464 square feet was furnished by new schools, and 7,416 square feet of the enlargement of existing schools. Allowing 8 square feet of floor space for each child provision was made for the accommodation of 2,860 additional pupils. The average attendance of State Schools increased during the year by 4,621. At the end of the year the total floor space in the State Schools was 520,325 square feet, exclusive of verandahs, and allowing 8 square feet for each child the accommodation was enough for 65,040 pupils. The average attendance at these schools for the year 1899 was 63,133, which is 68·5 per cent. of the net enrolment, an increase of 2·8 over that of 1898."

INSPECTION.

"No addition was made to the inspecting staff during the year, although the pressure upon the existing staff was so great that very few second inspections of schools were possible. The number of District Inspectors is 11, and the total number of schools inspected was 829, of which 406 are State and 423 provisional schools. Much diversity of opinion is expressed as to the effect of 'The State Education Act Amendment Act of 1897,' by which science, geometry, algebra, and the study of an English classic were made subjects of instruction in Classes V. and VI. It is generally conceded that the study of the chosen classic, 'The Merchant of Venice,' is a popular subject, and is well treated by our teachers. Progress in the other additional subjects has so

far been unequal, but the Act only came into force on 1st July, 1898, and the progress made is by no means discouraging."

THE GENERAL INSPECTOR ON CURRICULUM.

In this connection General Inspector D. Ewart says in his Annual Report:—

"I think there is more made of the newer additions to the programme of work than need be. Let it be well kept in mind that our schools are primary schools, meant to teach the usual elementary subjects. The programme is much the same as is found in similar schools everywhere, with small differences. No subject can be deleted from it without exciting adverse comment. As for the quantities prescribed, they cannot be reduced except by minute parings that would spoil the roundness of the scheme, without appreciable gain. If sound work is done in the lower and middle classes of the school, there is little fear of the upper classes breaking down; and another two years is not too long to wait for the full benefit of the present course, by which time the pupils who were juniors when it began will be reaching the higher classes. I am disposed to be very tender with the teachers working single-handed in schools with an attendance of between forty and fifty pupils. Such teachers should make certain that they have good work to show in the ordinary subjects, and they may trust to be forgiven if they have not got through or even to their Euclid and Algebra; but I am very much mistaken if they will not have a boy or two, with perhaps a girl or two, lying in wait for the inspector with a slate full of x 's and y 's on the one side and Euclid I. 5 on the other, who would be greatly disappointed if the inspector cantered away without giving them an opportunity of showing all this knowledge, and explaining how they had got it by patient application and stray hints from their teacher at odd times stolen from his busy time elsewhere.

"My sympathy goes out strongly also to the female teachers and pupil teachers, who were brought suddenly face to face with mathematics, and on whom this year a further portion of arithmetical and mathematical work has been laid. I do not forget that they are handicapped with a subject more than the males, namely, needlework. I admire the way in which they have faced the new work, and the references to them in this respect, in inspectors' reports, are handsome and appreciative. They should, therefore, persevere and take courage. I believe that in the end, the work and the effort to overtake it will be beneficial to them, both directly and indirectly."

ANNUAL EXPENDITURE.

The following analysis shows the amount of expenditure for educational purposes in 1899.

The total amount expended in 1899 was 262,126*l.* 14*s.* 8*d.*, and was distributed as follows:—

	1898.	1899.
	£ s. d.	£ s. d.
1. Primary Education - - -	226,098 17 11	236,418 15 10
2. Scholarships and Exhibitions -	4,589 19 0	3,747 11 0
3. Endowments to Grammar Schools -	10,000 0 0	10,000 0 0
4. Museum and Technical Education -	6,848 3 8	9,129 13 2
5. Schools of Art—Grants in Aid -	2,836 0 11	2,830 14 8
Total - - - - -	250,373 1 6	262,126 14 8

The following can be seen at the Board of Education Library, St. Stephen's House, Cannon Row, Whitehall, London, S.W.

- i. Recent Reports of the Secretary for Public Instruction.
- ii. A map showing the distribution of State and Provisional Schools in the Colony during 1897.
- iii. A photograph of a typical Queensland State School and other documents relating to education in Queensland.

APPENDIX A.

COURSE OF INSTRUCTION IN QUEENSLAND SCHOOLS.

FIRST CLASS.—COURSE 2 YEARS.

Reading.—Nelson's Royal Infant Series—The Little Primer; the Little Reader, part 1; the Little Reader, part 2; Blackie's Century Reader, No. 1.

Recitation.—Suitable pieces of poetry (not less than eight).

Writing.—To write on slates from a copy, and to transcribe on slates from the reading book.

Arithmetic.—To know the addition table; to know the multiplication table to six times inclusive; to read and write numbers of six figures; to add on slates six numbers of five figures; to add mentally numbers of one figure to a result not greater than fifty.

Object Lessons.—Suitable conversational lessons on interesting subjects, with lessons on conduct and manners.

Drawing.—On slates, rectilinear forms from blackboard copies.

Vocal Music.—To sing suitable songs.

Drill and Gymnastics.—To perform orderly class movements, and suitable physical exercises at each change of lessons; elements of squad drill.

SECOND CLASS.—COURSE 1½ YEARS.

Reading.—Nelson's Royal Reader (Victorian), No. 2; Blackie's Century Reader, No. 2.

Recitation.—Poetry, not less than 150 lines, from the reading books.

Writing.—To write on paper from a copy, and on slates from dictation.

Arithmetic.—To know the multiplication and money tables ; Arabic notation to nine figures ; addition, subtraction, multiplication, and division of abstract numbers ; to perform mentally operations in these rules.

Object Lessons.—Suitable conversational lessons on interesting subjects, with lessons on conduct and manners.

Drawing.—On plain paper, simple examples both rectilinear and curvilinear.

Vocal Music.—To sing suitable songs.

Drill and Gymnastics.—As in First Class ; physical training—exercises 1 to 5.

Geography.—To define the terms applied to land and water, and to illustrate them by reference to local features, and to the globe or the map of the world.

Needlework (for girls).—Hemming ; sewing (top-sewing) ; sew-and-fell seams. To be shown on samplers.

THIRD CLASS.—COURSE 1½ YEARS.

Reading.—Nelson's Royal Reader (Victorian), No. 3.

Recitation.—Poetry, not less than 150 lines, from the reading books.

Writing.—To write on paper from a copy, and on slates from dictation, with the proper use of capitals.

Arithmetic.—To know the tables of weights and measures ; Roman notation ; reduction, addition, subtraction, multiplication and division of money, with easy problems, and easy bills of parcels ; mental operations in these rules.

Object Lessons.—Useful knowledge lessons, and lessons on conduct and manners.

Drawing.—On plain paper, simple freehand outlines. Enclose the drawing, or cover the design, with a flat shadow.

Vocal Music.—To sing suitable songs.

Drill and Gymnastics.—As in Second Class ; physical training—exercises 1 to 9.

Geography.—Australia generally, including Tasmania ; Queensland in greater detail ; to draw on slates, from memory, a sketch map of Australia.

Grammar.—To distinguish the parts of speech in an easy sentence, and to define them ; to divide an easy sentence into subject and predicate.

History.—Australian (Royal Reader, No. 3, pages 290 to 303).

Needlework (for girls).—The same as in the Second Class, and in addition, running ; run-and-fell seams ; stitching ; gathering and setting-in ; setting on tapes. To be shown on samplers and garments.

FOURTH CLASS.—COURSE 1½ YEARS.

Reading.—Nelson's Royal Reader (Victorian), No. 4.

Recitation.—Poetry, not less than 150 lines, from the reading books.

Writing.—To write on paper from a copy, and on slates or on paper from dictation.

Arithmetic.—Reduction, addition, subtraction, multiplication and division of the more useful weights and measures ; easy vulgar and decimal fractions ; simple practice and simple proportion ; mental operations in these rules.

Object Lessons.—Useful knowledge lessons, and lessons on conduct and manners.

Drawing.—On plain paper, first grade free hand ; shading as in Third Class.

Vocal Music.—To sing suitable songs and rounds in parts.

Drill and Gymnastics.—To perform orderly class movements, and suitable physical exercises at each change of lessons. Physical training. Squad drill.

Geography.—Europe, Asia, Africa, and America generally ; to draw on slates, from memory, sketch maps, of these continents.

Grammar.—Accidence ; syntax ; easy parsing ; the analysis of simple sentences ; composition ; prefixes and affixes.

History.—Australian (Royal Reader, No. 4, part 4) ; British, outlines of (Royal Reader, No. 4).

Needlework (for girls).—The same as in the Third Class, and in addition, button-holes ; sewing on buttons ; herring-bone ; patching in calico and flannel ; darning on stocking-web material (thin places and holes). To be shown on samplers and garments.

FIFTH CLASS.—COURSE 1½ YEARS.

Reading.—Nelson's Royal Reader (Victorian), No. 5.

Recitation.—Poetry, not less than 150 lines, from the reading books.

Writing.—On paper from a copy ; on slates or on paper from dictation, with the proper use of stops ; plain print.

Arithmetic.—Compound practice and compound proportion ; vulgar and decimal fractions ; interest and discount ; square root ; mensuration of the parallelogram, triangle, and circle ; mental arithmetic.

Algebra.—Longmans' Junior School Algebra to Chapter IX., inclusive.

Euclid.—Book I. to proposition 26, inclusive.

Science.—

(1.) First aid in accidents.

(2.) Physics—Grieve's Elementary Mechanics, Stage I. ;

or Household Science—Mann's Domestic Economy and Household Science, lessons 17 to 26 and 42 to 59 ;

or any one of the following sciences :—Agriculture, Geology, Botany, Physiology, Chemistry, Magnetism, and Electricity, Acoustics, Light and Heat ;—provided that a graduated course of lessons be submitted to the Inspector and approved by the Minister.

Drawing.—On paper, first grade freehand from outline copies of common objects, and from simple natural foliage. Plane geometry. Scale drawing.

Vocal Music.—To sing suitable songs in parts ; to sing at sight an easy passage in the sol-fa notation, or in the staff notation in key C.

Drill and Gymnastics.—To perform orderly class movements, and suitable physical exercises at each change of lessons ; company drill.

Geography.—The British Dominions, East India Islands, and Polynesia generally ; to draw, from memory, sketch maps of the British Islands, Queensland, and New Zealand ; to revise Australian geography.

Grammar.—Accidence ; syntax ; parsing ; analysis of sentences generally composition ; common Latin roots.

History.—From 1485 to 1649 ; Gardiner's Outlines of English History.

Needlework (for girls).—The same as in the Fourth Class, and in addition, feather-stitch ; tucks ; gussets ; patching in print ; darning on table linen (diagonal cut), and on woollen material (hedge tear). A sampler in calico showing all the stitches and processes required in the making and mending of calico garments. Each girl to exhibit a garment cut out, fixed, and sewn by herself.

SIXTH CLASS.—COURSE 1½ YEARS.

Reading.—Nelson's Royal Reader (Victorian), No. 6.

Writing.—On paper, from a copy and from dictation with the proper use of stops ; ornamental print.

Arithmetic.—Percentages ; cube root ; mensuration of plane surfaces and solids ; mental arithmetic.

Algebra.—Longmans' Junior School Algebra to the end.

Euclid.—Books I. and II., with easy exercises.

Science.—

Physics — Grieve's Elementary Mechanics, Stages II. and III. ;

or, any one of the following sciences :—Agriculture, Geology, Botany, Physiology, Chemistry, Magnetism, and Electricity ; Acoustics, Light and Heat ;—provided that a graduated course of lessons be submitted to the Inspector and approved by the Minister.

Drawing.—On paper, enlarged or reduced copies of first grade freehand Plane geometry. Scale drawing. Simple geometrical models.

Vocal Music.—To sing suitable songs in parts; to sing at sight passages in the sol-fa notation, or in the staff notation in the more common keys.

Drill and Gymnastics.—As in the Fifth Class.

Geography.—Mathematical and physical.

Grammar.—The critical study of the language and subject matter of an English classic. To recite 200 lines from the same. Composition. Common Greek roots.

History.—From 1485 to the present time. Gardiner's Outlines of English History.

Needlework (for girls).—Plain needlework generally, including knotting; whipping; scalloping; hemstitching; and plain marking in stitching, chain-stitching, and, at the discretion of the head teacher, cross-stitch. A sampler in flannel, showing all the stitches and processes required in the making and mending of flannel garments. Each girl to exhibit a garment cut out, fixed, and sewn by herself.

NOTES.

1. *Arithmetic.*—The mensuration for Fifth and Sixth Classes is covered by Longmans' "Junior School Mensuration." Miscellaneous problems in arithmetic and mensuration should not be difficult and involved; but they should be varied in their structure and requirements, so as to give practice in correct and expert working, and to show how the rules may be practically applied.

2. *Home Exercises.*—Classes above the Second are required to exhibit home exercises on paper, each exercise bearing a date, and showing mechanical and intellectual work proportioned to the status of the class.

Home tasks, oral or written, other than memory work, should not require answers to questions on principles or methods which have not previously in school been fully explained to and practised by the pupils.

3. *Object Lessons.*—For object lessons the following classes may be combined, viz.:—First with Second and Third with Fourth.

Lessons in first aid in accidents and lessons in conduct and manners are to be taught collectively, as many classes being grouped together as can be conveniently combined for the purpose.

4. *Drawing.*—In teaching drawing on slates, the pencils should be not less than four inches long; and the ruler to be used in the early stages should be not more than six inches long.

Needlework.—The pupils in all classes must be taught from the very beginning to fix their own work, as far as possible, both in samplers and garments. The subject must be taught by collective lessons, illustrated by paper folding, blackboard sketches, enlarged specimens, and diagrams. The garments made by the Third and Fourth classes, when not cut out by the makers, should as a rule be cut out by girls in the Fifth and Sixth Classes, so that they may have practice in that work.

APPENDIX B.

ESTABLISHMENT AND MAINTENANCE OF SCHOOLS.

Mode of procedure.

When it is desired to establish a school in any locality a public meeting must be convened for the consideration of the matter, of which fourteen days' notice is to be given throughout the neighbourhood. At the meeting a school building committee is to be chosen for the purpose of communicating with the Minister, obtaining information, and collecting subscriptions.

Establishment of State schools.

State schools will not be established except—

- (a) Where sites, central, suitable, and of sufficient area, have been secured not too near to any other school already established or about to be established by the Department ;
- (b) Where a permanent average daily attendance of not less than thirty children of school age (as defined in Regulation 100) is likely to be secured ; and
- (c) Where a sum has been paid to the Minister, or placed to his credit in a bank, amounting to one-fifth of the estimated cost of erecting and furnishing such school buildings as are required, having regard to the number of children likely to attend the school.

(a) Under ordinary circumstances the Minister will not establish Provisional schools except in places distant at least four miles from any existing State or Provisional school by the nearest route practicable for children, and unless the average attendance of pupils is likely to reach twelve at the least.

(b) A building provided by the local promoters at their own expense will be approved by the Minister for a Provisional school if it is suitable as regards situation, form, and size ; if it is weatherproof, sufficiently lighted and furnished ; and if there is detached closet accommodation for each sex. It should contain at least 294 square feet of flooring, the desks must be sufficient to accommodate at least two-thirds of the children, and there must be seats and hat-pegs for all. The school must be furnished with a blackboard (3 feet 6 inches by 2 feet 9 inches) and easel, a clock, a press for the reception of school books, a table, and a chair. The closets must be at least a chain from each other and from the school.

(c) Out of money voted by Parliament for the purpose, the Minister may contribute towards the cost of a Provisional school building, and of providing the required furniture, tanks, closets, and fencing on the following conditions :—

- (1) That the local promoters have first submitted their proposals to the Department with an estimate of the cost, and have applied for and obtained from the Minister a promise to contribute to the same ;
- (2) That the amount so contributed by the Department shall be not more than one-half of the total cost, and not more than £50 ;
- (3) That the building shall be placed on Crown lands if a central and otherwise suitable site thereon can be obtained ; or, if built on private land, that a right-of-way shall be secured, and the land required leased to the Secretary for public Instruction for a term of years to be agreed upon, at a nominal rent, the Minister having the right to remove the building before or at the expiration of that term ;
- (4) That the building shall not be less than 21 feet in length by 14 feet in width and 9 feet in height to the wall plates, and shall have a pitched roof, two or more windows, and a boarded floor, a veranda 7 feet wide on one side, two closets at least a chain apart, and at least a chain from the school, a tank of a minimum capacity of 400 gallons, and the following articles of furniture, viz :—four desks each 7½ feet long, six forms each 7½ feet long, a blackboard (3 feet 6 inches × 2 feet 9 inches) and easel, a press (3 feet × 4 feet × 1½ feet), a table, a chair, and a clock ; building and furniture to be in accordance with plans and specifications approved by the Minister ;
- (5) That payment of the said contribution shall not be made until an inspector or other person authorised by the Minister has reported the building to be erected and furnished in accordance with the foregoing conditions, and that it is ready for occupation.

Provisional school may be closed.

A provisional school may be closed if the average attendance falls below twelve, or if suitable accommodation for the teacher is not obtainable in the neighbourhood.

APPENDIX C.

COMPARATIVE VIEW of PRIMARY SCHOOL OPERATIONS

YEAR.	NUMBER OF SCHOOL DEPARTMENTS.	NUMBER OF INSTRUCTORS.							ANNUAL ENROLMENT.			MEAN QUARTERLY ENROLMENT.		
		TEACHERS.				PUPIL TEACHERS.			Boys.	Girls.	Total.	Boys.	Girls.	Total.
		Males.		Females.		TOTAL INSTRUCTORS.								
		Mas- ters.	Assis- tants.	Mis- tresses.	Assis- tants.	Males	Fe- males							
1876..	262	212	67	48	114	81	168	689	18,850	17,421	36,271	14,162	13,061	27,223
1877..	286	220	71	49	142	100	194	776	19,952	18,694	38,646	15,023	13,977	29,000
1878..	305	235	74	61	135	133	230	868	20,840	19,821	40,661	15,756	15,001	30,757
1879..	319	252	74	64	152	152	230	924	21,861	19,519	41,380	16,527	15,184	31,711
1880..	345	275	74	70	160	168	242	989	22,623	20,682	43,305	17,255	16,255	33,510
1881..	341	283	71	58	166	141	203	922	21,517	18,792	40,309	16,370	14,588	30,958
1882..	366	285	68	81	171	127	203	935	22,251	19,458	41,709	16,751	15,027	31,778
1883..	387	292	79	95	206	139	216	1,027	24,529	21,738	46,262	18,253	16,474	34,727
1884..	424	321	98	102	211	143	286	1,161	27,678	24,878	52,556	20,801	19,034	39,925
1885..	447	333	108	113	266	163	302	1,255	28,899	26,911	55,810	22,285	20,358	42,643
1886..	479	358	111	122	252	172	368	1,383	30,902	28,037	58,939	23,860	21,901	45,761
1887..	527	387	123	137	278	170	384	1,479	33,650	30,051	63,704	25,961	23,457	49,418
1888..	552	396	140	154	289	159	348	1,486	35,635	32,283	67,918	27,676	25,593	53,269
1889..	584	422	145	158	332	135	305	1,497	37,581	34,106	71,687	29,078	26,782	55,860
1890..	621	446	158	173	363	122	277	1,539	38,731	34,544	73,275	30,193	27,447	57,640
1891..	639	450	157	185	407	92	213	1,504	40,232	36,905	77,137	31,882	29,080	60,962
1892*	657	455	171	198	437	83	154	1,498	41,382	37,507	78,889	32,628	30,035	62,663
1893*	691	477	185	208	442	60	113	1,485	41,037	37,293	78,330	33,178	30,286	63,464
1894*	698	466	182	230	431	52	109	1,470	39,977	36,062	76,039	31,988	29,239	61,227
1895..	738	472	177	255	403	81	147	1,535	43,428	39,400	82,837	33,881	30,809	64,690
1896..	772	478	179	284	404	141	231	1,717	47,505	43,272	90,780	37,772	34,724	72,496
1897..	797	484	176	304	414	165	282	1,825	49,361	45,667	95,028	40,456	37,301	77,757
1898..	844	532	169	304	407	178	314	1,904	51,780	47,317	99,097	41,794	38,273	80,067
1899..	888	553	161	323	412	220	343	2,012	53,855	49,689	103,544	43,605	40,395	84,000

* In these three years the expenditure on buildings was reduced as necessary work was

APPENDIX C.

during TWENTY-FOUR successive Years, 1876-99.

AVERAGE DAILY ATTENDANCE.									EXPENDITURE.	
Boys.	Girls.	Total.	PERCENTAGE OF THE ANNUAL ENROLMENT.			PERCENTAGE OF THE MEAN QUARTERLY ENROLMENT.			SALARIES AND ALLOWANCES.	BUILDING, FURNISHING, RENT, AND REPAIRS.
			Boys.	Girls.	Total.	Boys.	Girls.	Total.		
9,998	8,247	18,245	53·04	47·34	50·30	72·18	64·56	68·52	£ s. d. 62,658 17 0	£ s. d. 7,091 16 2
10,501	9,444	19,945	52·63	50·52	51·61	69·90	67·57	68·80	69,197 19 8	17,876 9 9
10,983	10,011	20,994	52·70	50·51	51·63	69·71	66·74	68·23	76,015 1 9	17,182 2 6
11,340	10,078	21,418	51·84	51·63	51·76	69·22	66·37	67·54	82,701 13 8	13,638 18 11
12,431	11,387	23,818	54·95	55·06	55·00	72·04	70·52	71·08	89,546 3 10	15,374 0 0
11,616	10,136	21,752	53·99	53·94	53·96	70·96	69·49	70·26	86,504 2 4	13,605 7 0
11,543	10,067	21,610	51·88	51·74	51·81	71·02	69·03	70·08	86,891 5 1	13,555 11 0
12,869	11,378	24,247	52·46	52·35	52·41	70·50	69·06	69·82	90,153 19 9	20,443 2 1
14,793	13,070	27,863	53·44	52·51	53·01	70·81	68·66	69·79	102,320 6 3	36,940 9 4
16,007	14,110	30,117	55·29	52·51	54·00	71·82	69·30	70·62	122,874 1 0	32,504 8 8
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